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A school program for disadvantaged youngsters should be like that in any good elementary school but with added compensatory features. Such innovations include reduced class size, a stabilized experienced staff, special services and resources, and a parent education program. Evaluation procedures should be continuous and instructionally oriented, and remedial services in reading and mathematics should be carried out with close cooperation between specialists and classroom teachers. Because disadvantaged children need a prolonged and enriched compensatory readiness program in reading, this document offers model language arts programs for lower and upper elementary grades, as well as lists of developmental reading materials, books for parents, and books devoted to special subjects and settings. (NH)

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TEACHING THE DISADVANTAGED

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Curriculum Innovations for Disadvantaged Elementary Children— What Should They Be?

by Mildred B. Smith

Introduction and Guidelines

THE TYPICAL elementary school program does not meet the needs of disadvantaged children because it is founded on the assumption that each child is predisposed to learning what is offered. Children from impoverished backgrounds are not, however, predisposed to learning this curriculum for several reasons:

(1) Inadequate language skills—listening and speaking.
(2) Poor work habits.
(3) Poor physical health.
(4) Frequent tardiness and/or absenteeism.
(5) Inadequate model figures in the home and community.
(6) Unfamiliar content in textbooks.
(7) Inadequate motivation.
(8) Initial school failure, caused by the above factors, which damage self-esteem and self-confidence.

Planning a program for the disadvantaged is challenging, and it raises many questions for school people. "If the traditional school program is inadequate, what modifications should be made for these children?" "What about charges made by Civil Rights leaders that curriculum changes in schools in ghetto-type communities, when modified, are 'watered down'?" How do we meet the needs of these children without lowering standards?" is a question which baffles many educators.

It appears to this writer that a school program for disadvantaged children would be similar in many ways to a good typical elementary school program, and yet there would be differences. We would agree that *any* good elementary school has qualified, competent teachers, capable administrative leadership, adequate library facilities, and sufficient quantities of books and other instructional materials for the number of children enrolled in the school. The program in the school for disadvantaged children would be different since these children have deficiencies which will not be adequately met in the typical program. The program for disadvantaged elementary children is therefore compensatory—to compensate for deficiencies of environmental origin. It not only includes additional personnel, resources, facilities, and administrative innovations; but it requires innovations in the day school program as well.

Class Size Needs To Be Reduced

The class size should reflect these children's need for special attention. They require more attention from teachers because they lack self-confidence, have difficulty following directions, have little motivation, use materials poorly, and are underachievers. Little can be accomplished if teachers must work with these children in large groups. Class size in schools with a concentration of disadvantaged children should be considerably smaller than for other schools within the same school system. Classes should be smaller for primary chidren than for later elementary children within the same buiding. Although it is difficult to designate a numerical figure, many educators agree that all classes should be under twenty-five, and primary classes should be considerably less than twenty-five.

Teaching Staff Should Be Stabilized

Inexperienced staff members and a high staff turnover, characteristic of many schools for disadvantaged children, undermine attempts at program improvement. Experienced teachers and principals in the same school system should be reassigned so as to give equal strength and stability to each elementary school.

Special Services And Resources Are Needed

Disadvantaged children have many problems which require special attention. A large portion of the teacher's time is therefore consumed with non-teaching activities brought about by health and behavioral problems, tardiness and absentee-

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third, second, and first grades. They helped children in the younger classrooms with reading, writing, arithmetic, spelling, and physical education. In addition, they were used as laboratory assistants in social science laboratory periods, working as group discussion leaders and producing "behavior specimens" presented for observation and study. Their success was the result of several carefully planned steps in the development of collaborative cross-age interaction. These included: (1) providing opportunities for cross-age interaction through collaboration between adults; (2) teacher-student collaboration; (3) building a peer-group attitude which supported the value of helping youngsters and being helped by elders; (4) training for the helper role (training in academic procedures, feedback sessions, seminars); (5) "at-the-elbow" help.

Not all programs currently being tried out can be regarded as highly successful, but even in their failures valuable insights are obtained. A case at point is the highly publicized New York City program called *Higher Horizons*. According to the *New York Times* of September 1, 1965, the effort to raise the educational, vocational, and cultural aspirations of disadvantaged children has had virtually no measurable effect on the achievement of the pupils enrolled. The Bureau of Educational Research of the Board of Education of the City of New York through its Director, Dr. J. Wayne Wrightstone, had to concede that there were little or no differences in many of the areas evaluated between pupils in *Higher Horizons* schools and those in similar schools without the program. The research team, in an introductory statement to the Bureau report, emphasized that the study being conducted from 1959 to 1962 and only now being evaluated, had a marked influence on the educational program of both the city and the nation. "The growing awareness of the need for special efforts and imaginative innovations in the education of the socially disadvantaged is at least a partial consequence of the leadersrip of New York City and its early concern with these problems,"[25] the report said.

The Need for Perspective

The schools of this country are in no sense unique because they face challenging reading problems. Over a decade ago, Dr. William S. Gray, in completing a world-wide study for UNESCO, reported that every country, language, and culture faces many such problems, which are in need of intensive and continued study. He saw this situation as being due largely to two closely related facts: *first*, a clear recognition by all nations of the tremendous role that world literacy might play in promoting individual welfare, group progress, international understanding, and world peace, and *second*, the many challenging problems faced everywhere in efforts to help both children and adults to acquire sufficient competence in reading to use it effectively in promoting personal development and group progress.

Beginning reading is important for the reason alluded to by Gray. Likewise the beginning stages are of first importance in reading because attitude and habits formed in the primary grades largely determine later development. Ironically, it is this first level which seems to suffer most from oversimplification. Harding has stated that "possibly this is because the children are young and their vocabularies small, but it is more likely the result of opportunism in accepting quick or easy answers to practical problems."[26] It is his belief that much of the inconsistent practice in teaching beginning reading could be eliminated by examining the relationships between assumptions in philosophy, psychology, and pedagogy.

Some teachers regard philosophy as abstract and impractical. They assume that psychology is a matter of laboratory rat-mazes, synaptic connections, and learning curves; and they conduct reading on the low level of mechanical performance in textbook materials. For some individuals, this is explained by insufficient professional preparation. In the case of others, it results from concentrations upon specific details in each special field at the expense of a comprehensive overview. With some teachers inconsistent practices result from the influence of some authorities who emphasize the differences between theories and between fields of knowledge rather than the relationships. The teacher of the culturally disadvantaged youngster must be a practical philosopher and a practicing psychologist as well as being a pedagogue. It is a truism that a method can be no more effective than its basic postulates, but nothing is more practical than getting one's theory straight.

The program of the language arts for the cul-

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[25]Robert H. Terte, "Higher Horizons Is Found Wanting," *New York Times*, September 1, 1965, p. 33.

[26]Lowry W. Harding, "Assumptions Underlying Methods of Beginning Reading," *Educational Administration and Supervision*, XXVII (January, 1951), p. 25.

turally disadvantaged needs to have a firm foundation in theory; and any method lacking a groundwork in philosophy, psychology, and pedagogy suffers to the degree that emphases are misplaced, overloaded, poorly timed, or misconceived. Some programs, well-intended, but poorly grounded in theory, have been advanced and have had varying degrees of success in practice. Others have oversimplified the problem and have advanced programs with little thought for the foundation stones which must underlay a sound approach.

What is required, and what many are now striving for in their programs, are systems that provide for many needs. Although it may be far off for some children, growth is needed in the capacity to read between the meanings conveyed by new language forms and figures of speech. Programs in some schools demonstrate that teachers recognize that growth is needed in the ability to recognize parallels in one's own experience and to interpret the ideas acquired in the light of all one knows or can find out. Equally important is the ability to think clearly about the accuracy, value, and significance of what is read; to identify the use of loaded words and propaganda; and to evaluate critically what is read. Finally, teachers want their pupils to fuse the ideas they read with previous experiences so that new understandings are acquired, thinking is clarified, rational attitudes are developed, and improved thinking and behavior patterns are established. Such problems challenge teachers everywhere as they attempt to make reading contribute to the maximum in enriching the lives of readers and in helping them to meet their social obligations.

Curriculum Innovations for Disadvantaged Elementary Children—What Should They Be?

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ism, and lack of motivation which undermine the instructional program. Teachers must be freed from many such activities in order to give more time to the teaching-learning situation.

These special resources and services are needed by disadvantaged children and their teachers:

(1) A school library containing many easy-to-read books with exciting stories, stories about experiences familiar to these children, highly illustrative stories, and stories about these children's heroes.

(2) An instructional materials center[1] in each building staffed by professionals and nonprofessionals who research, catalog, and dispense curricular materials needed by disadvantaged children.

(3) Dental, medical, and visual care.

(4) Cultural speech specialists to provide help with speech problems which interfere with phonics training.

(5) Resource teachers and curriculum consultants who assist teachers with new materials, techniques, and curriculum planning.

(6) Facilities for educational trips and tours which compensate for environmental deficiencies.

(7) Home-school communication, coordinated by an individual with sufficient training and maturity to work with teachers and parents.

(8) Sufficient services from a diagnostician to help teachers assess needs and progress as well as to assist with placement of transient children who frequently enroll with inadequate records.

(9) A school photographer to take pictures of children in academic situations for display, thereby enhancing their academic self-concepts and providing an academic aura in the building, which is frequently lacking.

(10) Psychological and psychiatric services such as those provided at a Child Guidance Clinic.

(11) A hot breakfast (and lunch) for children who need it.

(12) A petty cash fund which allows staff members to purchase needed materials and services, thereby improving instruction and staff morale.

(13) A comprehensive continuous inservice program to improve teacher competence and morale.

(14) An extended school program—extension of the school day, week, and year, allowing these children *more time* to compensate for deficiencies.

Parent Education Is Needed

A continuous parent education program, jointly planned by staff members and parents, should be developed. Parents in these communities do not respond readily to parent-school activities although they are interested in their children's education and wish the best for them. Their apparent reluctance may stem from a lack of social skills or a feeling of inadequacy about helping their children achieve academically.

Several techniques which may help to involve

[1]Reference and enrichment materials such as dictionaries, encyclopedias, and recordings should be made available to children for home use.

parents in the school program are home visits made by teachers to invite each parent to a special program, telephone calls, and follow-up home calls by community leaders. At such programs, parents can be helped to understand how important they are in helping motivate their children to achieve in school. They can assist their children by the following:

(1) Providing a quiet period at home each day for reading and other constructive activities.
(2) Reading daily to children, including preschool age children.
(3) Taking children to the library.
(4) Listening to their children read.
(5) Buying books for their children.
(6) Talking with their children and listening to them.
(7) Showing interest in school by asking questions, giving praise and encouragement.
(8) Buying games and puzzles and playing with them when possible.
(9) Getting children to bed at a reasonable hour.
(10) Getting children up with ample time for breakfast, and preparing them for school—checking to see that teeth are cleaned, that hair is combed and brushed, and that face, hands, and clothes are clean.
(11) Sending children to school with the attitude that they are going to learn and the teacher is there to help them.

Continuous Evaluation Is Needed

Evaluation improves the quality of the ongoing program because it discloses which procedures and techniques are most effective, and it points up new directions and new areas for emphasis. Evaluation should be continuous and should be instructionally oriented. It has the added benefit of giving encouragement to parents and rewarding staff members.

No single device is adequate for evaluating programs for disadvantaged children. Many techniques should therefore be utilized. Evaluation techniques should include standardized tests and teacher judgment. Intelligence tests should be eliminated unless administered on an individual basis by a diagnostician for special placement of a child. Such tests assume to measure innate ability or potential; but deprived children will earn low scores because of reading, vocabulary, and concept deficiencies, as well as a lack of test-taking sophistication. This situation penalizes these children since many teachers interpret such test results as a predictor of what a child can learn. Such teachers will therefore expect less of children and not challenge them to reach their fullest potential.

Attendance and tardiness records should be analyzed. Health records should be kept and evaluated to determine progress in health protection—immunizations, visual and dental corrections, and medical examination and treatment. Teachers should observe children and keep individual growth charts on work habits, care of materials, personal grooming, teacher-student relationships, and student-student relationships.

The evaluation should reflect the extent to which parents and community residents are involved in the school program. Parents and community residents should also be involved in the evaluation process. This might include informal discussion as well as the questionnaire technique. The evaluation process should be continuous.

The Role of Remedial Services

Good programs for disadvantaged children should begin when the child enters school. This, combined with good preschool programs, should reduce the need for remedial programs in later years. A smaller class size will allow each child more personal attention so that remediation is given on a continuous basis. Mobility and other causal factors will create a need for *some* special remediation work, however. Early identification of remedial cases should be made, and remediation should begin before children become severely retarded and discouraged.

Special remedial reading and arithmetic teachers should work very closely with regular classroom teachers so that both are simultaneously focusing on the same problem; otherwise, additional problems are created for these children.

Remedial services, though needed, are not the answer. When children are retarded enough to qualify for these programs, their academic self-concepts are already temporarily or permanently damaged. Efforts must therefore be made to prevent retardation. This requires innovation in the day school program—in content, materials, and teaching procedures in all subject areas, from the time these children enter school.

A description of model language arts programs for primary and later elementary children follows.

A Model Primary Language Arts Program

Disadvantaged children who enter school with inadequate language skills which severely retard readiness for reading and subsequent progress need a prolonged and enriched *reading readiness program* to compensate for these deficiencies.

In order to implement this program, interested and colorful "talking" pictures, clipped and filed by instructional center aides, were used to stimulate children's conversation, build a speaking vocabulary, and clarify concepts. Children were taken on trips to see things, places, and events which are common experiences for children in other communities. Field trips were made to the grocery store, drug store, hardware store, library, fire station, farms (fruit, vegetable, animal), and horticultural gardens. In addition, vicarious experiences were provided through materials available in the Instructional Materials Center, such as filmstrips, recordings, mounted pictures, and imitation realia (toy fruits, vegetables, flowers, animals). After each trip, children talked about their experiences to clarify concepts and to enlarge their speaking and listening vocabularies. Since so much of the teacher's spoken language was "foreign" to these children, the teacher utilized techniques commonly employed in teaching children to speak a foreign language. For example, the teacher showed a toy to a child and named the toy, and the child repeated; or the teacher used a new word in a sentence, and the child repeated the sentence. Materials such as the Peabody Language Development Kit were helpful.

In addition to the typical reading readiness experiences, auditory and visual discrimination training, left-to-right training, "story telling," and reading aloud to develop interest in books, various techniques were utilized to improve skills in which disadvantaged children are especially deficient. This included the skill of listening and the ability to follow direction. Sets of earphones were provided each child and were used with specially prepared tape recordings, records, and radio programs that enhance listening skills. "Listen and do" materials helped with the skill of following one, two, and three step directions.

The children had many experiences with books. They were taken to the school library frequently for "story telling," and they listened to stories from an illustrated book at least twice each day. Older children came to their classrooms and read to them when possible, providing a good model for the children. Parents participated in the reading program through a "read-to-me" program at home. Totally illiterate parents encouraged their children to read by holding the book with the child and discussing the pictures with him. These children learned from some "significant others" (parents) that reading was important and therefore developed an interest in learning to read.

The initial reading program utilized children's experiences through pupil-dictated experience stories, in lieu of a basal reader approach. Storybooks depicted life experiences familiar to the children were also used, such as Follett's City Schools Series, Scott Foresman's Multi-Ethnic Readers, Macmillan's Urban-oriented Readers, and the Chandler Language-experience Readers. In addition to lack of motivation, many reading problems are caused by limited vocabulary and inability to use phonics clues to pronounce words. Metal file boxes (recipe boxes) and file cards were provided each primary child to give special help with vocabulary development. This technique enabled each child to keep his own record of words that cause difficulty and to study them at school and at home, thus improving word recognition and word meaning. Teachers instructed parents to help by flashing the word cards and helping the child follow the study steps outlined:

(1) Look at the word.
(2) Say it.
(3) Tell what it means.
(4) Use it in a sentence.
(5) Check his card to see if he has used the word correctly.

Teachers reported that this was one of the most helpful of the reading innovations for these children, whose particular speech patterns caused difficulties with the regular phonics approach to word recognition and whose meaning vocabularies were limited by environment. Children printed their own word cards when able to; otherwise, aides in the Instructional Materials Center typed or printed them. Stories in typical basal readers lack appeal to disadvantaged children because the illustrations and story content depict life experiences unfamiliar to them. The basal reader approach was therefore eliminated in lieu of multilevel, self-help reading materials which are individualized for students. Science Research Associates reading and listening laboratories were especially desirable. This program was enriched with supplementary materials: library books, literary collections, word games, listening skill building materials, "bookworm" club materials, individual stories constructed by aides from outdated reading booklets (providing students with the satisfaction of reading several "books"), and real-life stories dictated by pupils, typed and duplicated in the Instructional Materials Center and distributed for cassroom reading. Another incentive which motivated children to read independently was the monthly award—toy or game—given to the child in each classroom showing the greatest improve-

ment in the library program. These supplementary reading materials met the criteria established for disadvantaged children for several reasons.

(1) Illustrations showed pictures of people like themselves.
(2) Fictional stories were short and packed with action.
(3) Real-life stories depicted experiences familiar to children.
(4) Materials were highly illustrative and colorful.

The *spelling, writing, and listening program* included the utilization of self-help materials. Follett's *Spelling and Writing Patterns* and Science Research Associates' Listening Skill Building materials are examples of types used. In addition, children learned to write about their own experiences and to use and to spell vocabulary from all subject areas.

A Model Later Elementary Language Arts Program

The *reading program* based on a basal reader approach was eliminated for several reasons:

(1) The content of such books lacks interest because it depicts experiences unfamiliar to these children: books are middle-class oriented.
(2) The illustrations show pictures of people unlike themselves.
(3) These children, having previously experienced failure, abhor thick hard-covered books which require a semester or a year to complete.

An individualized program consisting of short, exciting stories and self-help oriented materials replaced the basal reader program. Included were such materials as Science Research Associates' Reading Laboratories and Libraries; Macmillan's Reading Spectrum; Scott Foresman's Personal Development materials; and Follett's Beginning-To-Read series; Steck's Animal Stories; The Owl Books by Holt, Rinehart, and Winston; the Button and Cowboy Series by Benefic Press; and the Skyline Series by McGraw-Hill.

Basal textbooks in other areas of the language arts program were also eliminated in lieu of multi-level, self-help type materials such as Science Research Associates' Spelling Laboratories, Follett's Spelling and Writing Patterns, and Science Research Associates' Writing and Listening Skill Building materials.

The reading and language arts program which incorporated the individualized self-help approach aided these children experiencing difficulty in these areas:

(1) They accommodate individual differences.
(2) They allow each child to begin at a functional level.
(3) They provide immediate feedback.
(4) They are highly structured and sequential, thereby giving security to children.
(5) They keep each child aware of his progress, thus providing immediate reinforcement and gratification.
(6) The self-help feature of the materials gives these children self-reliance, self-confidence, and a degree of independence which they otherwise lack.

An extensive library program enriched the reading program. Children visited the library twice weekly to check out books and for "story telling." Parents were encouraged to participate. Fathers provided encouragement by taking turns with library duties as well as by reading to the class during the library period, thus demonstrating to their children, particularly boys, that men value reading. Culturally disadvantaged boys need especially this kind of masculine support since most prodding to read is normally associated with mothers and female teachers, resulting in the idea that boys who take their school work seriously are "sissies."

Library aides and volunteer mothers made single-story reading booklets by cutting up outdated reading books into individual stories and adding covers. Later elementary children, like primary children, found thick hard-covered books difficult to "read for fun," and these children therefore were delighted to discover they could finish a thin booklet and get the added satisfaction of reading several books. *Bookworm clubs* in each classroom encouraged children to read independently, a characteristic of any good reader. Each child was given a bookworm card, containing a sixteen-segment worm. Each placed a bright color sticker on one segment upon reading one book. When all of the 16 segments were covered, the child was given a "Certificate of Achievement," and a lapel button entitled "I'm a Bookworm." Children also kept a record of books read in their copy of "My Reading Record Booklet." A monthly reward (game, puzzle, toy) was given to the child who had shown the most progress, thus enabling less-able readers in the class to compete successfully. The reward was encouragement and the record keeping gave reinforcement because each child could see immediate progress. Both techniques are especially suited to reluctant readers.

Book fairs for children and adults were held periodically. Book were sold at cost and below cost to enable individuals to *own* books and to

encourage families to build home libraries. One reason disadvantaged children do not value property is that themselvies do noe own property When such a child purchased a book, even at a minimal cost of 5¢, 10¢, or 15¢, and wrote *his name* on the cover page, he gained a feeling of pride, self-worth, and self-esteem far greater than most teachers imagined. Since these children's parents do not take them to the downtown book store to purchase books, the school's program compensated for this deficiency. Mother's clubs underwrote the cost of this program through bake sales and carnivals.

Disadvantaged children require special help with vocabulary development. This includes both word recognition and word meaning, which is a deficiency of environmental origin. A metal recipe box similar to those used by primary children and index cards were given to each child, thus enabling him to keep his own record of words that caused difficulty in reading and other subject areas, and to study them independently at school and at home. The difficult word was written on one side of the card and the definition(s) and its use(s) in a sentence were written on the opposite side Children and parents were taught the study steps:

(1) Look at only one word at a time; think about how it begins and ends.
(2) Say it softly; think about how it sounds.
(3) Give the meaning(s) in your own words.
(4) Use the word in a sentence that makes good sense.
(5) Check your card to see that you have given the correct meaning and used it in a sentence.

Parents were taught the study procedure at parent meetings and then helped the children at home by flashing the cards. Teachers reported that this device was one of the most helpful innovations for the children because: (1) Children's vocabularies are limited by environmental conditions, (2) Emphasis on the sight approach to word recognition is helpful because phonics skills are handicapped by cultural speech differences, (3) Children enriched their vocabularies by learning words not only from all subject areas, but also from newspapers, magazines, television and street signs, (4) Children developed the "dictionary habit" which was lacking.

"The Word for the Day" activity consisted of placing a new word each day, printed on cardboard, in a pocket chart set aside for this purpose. Children learned the new word and were encouraged to use it in conversation during that day, thus enriching their speaking vocabularies. Disadvantaged children do not use specific vocabulary to communicate. These children generally use implicit rather than explicit vocabulary; therefore, "hardly any at all" would represent "limited," or "get up the papers" might be said for, "collect the papers." This problem handicaps these children on intelligence tests because the ability to give specific definitions for words enhances one's score on such tests. Disadvantaged children therefore earn a lower score because of their vocabulary deficiency. Easy-to-read dictionaries were provided for each child, on a long-term loan basis, for home use through the school library. The Throndike-Barnhart Dictionary was especially desirable because of its simplified vocabulary.

Typewriters utilized for after school enrichment classes were used daily by children in the regular school program. Children typed spelling lists, outlines, vocabulary lists, and helpers lists. Teachers reported this to be one of the most valuable techniques for motivating children to learn to spell and improve vocabularies. These children learned to type in the after-school typing classes.

The model programs cited above give some suggestions for curriculum innovations to raise the achievement of children who are educationally disadvantaged. Experienced teachers will no doubt have many additional ideas for innovations. The important point to be made is that the curriculum should be implemented in the regular school proprogrem rather to rely heavily on remedial programs for these schools.

New Materials Are Needed

Many attempts at curriculum change fail because adequate materials to implement change are not available to teacher in sufficient quantity. This problem has been compounded for disadvantaged children since appropriate materials have not been produced in quantity in the past. More materials are now becoming available.

Listed below are developmental materials and trade books which have particular appeal to disadvantaged children, and materials with suggestions for parents.

Developmental Materials	*Suggested Level*
—Reading Round Table, by American Book Company, Cincinnati, Ohio	primary and up
—Urban Living Series (Social studies)	primary
—Butternut Hill Series	primary

—What Is It Series (Science)	primary
—Cowboy Sam Series (western adventure)	primary and up
—Button Family Series (about a blue collar family), by Benefic Press, Chicago, Illinois	later elementary
—Specific Skill Series, by Barnell Loft, Ltd., Rockville Centre, New York	primary and up
—Chandler Language-Eperience Readers	primary
—Chandler Concept Films, by Chandler Publishing Company, San Francisco, California	primary
—Skill Laboratories (study skills), by Educational Development Laboratories, Huntington, New York	later elementary
—City Schools Reading Program	primary
—Spelling and Writing Patterns	primary and up
—Beginning Science Books	primary and up
—Beginning-To-Read Books	primary
—Interesting Reading Series	primary and up
—Just Beginning to Read	pre-primer
—Beginning Social Studies Books	primary and up
—All Star Sports Books, by Follett Publishing Company, Chicago, Illinois	later elementary
—Language Kit, by Ginn and Company, Boston, Massachusetts	pre-reading
—The Little Owl Books	grades 1-2
—The Young Owl Books	grades 2-4
—The Wise Owl Books, by Holt, Rinehart and Winston, New York	grades 4 and up
—Listen and Do Materials, by Houghton Mifflin Company, Boston, Massachusetts	primary
—Bank Street Readers	primary
—Reading Spectrum, by Macmillan Publishing Company, New York	later elementary
—Open Court Readers, by Open Court Publishing Company, LaSalle, Illinois	primary
—Peabody Language Development Kit, by Peabody College, Nashville, Tennessee	pre-reading
—Computational Skills Kit	primary and up
—Our Working World (economics)	primary
—Pilot Library	later primary
—Reading and Listening Laboratories	primary and up
—Science Laboratories and Picture Charts	later primary
—Skills Kit (study skills), by Science Research Associates, Chicago, Illinois	primary
—Multi-Ethnic Readers, by Scott Foresman Publishing Company, Chicago, Illinois	primary
—Animal Story Book (controlled vocabulary), by Steck Publishing Company, Austin, Texas	primary and up
—The Skyline Series, by Webster Division, McGraw-Hill Book Company, Manchester, Ohio	primary and up

Books For Parents

Heimer, Ralph T. and Miriam Newman. *The New Mathematics for Parents.* New York: Holt, Rinehart, and Winston, Inc.

Frank, Mary, and K. Lawrence. *How to Help Your Child In School.* New York: New American Library, 1954.

National School Public Relations Association. *How To Help Your Child Learn.* Washington: National Education Association, 1960.

Van Atta, Frieda E. *How To Help Your Child In Grade School Science.* New York: Random House, 1962.

Smith, Mildred B. *How To Help Your Child With Reading.* Indianapolis: E. C. Seale and Co., 1963.

Books, about Heroes, Today and Yesterday[1]

Title	*Author*	*Publisher*
America: Robert E. Lee	Commager	Houghton Mifflin
America: Abraham Lincoln	McNeer	Houghton Mifflin
Amos Fortune	Yates	Aladdin
Armed with Courage— a collection of biographies	McNeer	Abbingdon
Bill Russell of the Boston Celtics	Hirsbery	Messner
Booker T. Washington	Grahma	Messner
Bob Cousy	Devaney	Putnam
Breakthrough to the Big League— an autobiography	Jackie Robinson	Harper
Carver's George	Means	Houghton Mifflin
Famous Negro Music Makers	Langston Hughes	Dodd, Mead
Gil Hodges' Story	Shapiro	Messner
Great American Negroes	Richardson	Crowell
Harriet Tubman	Petry	Crowell
John Fitzgerald Kennedy	Martin	Putnam
Martin Luther King	Clayton	Prentice
Meet Abraham Lincoln	Cary	Random
Mickey Mantle of the Yankees	Schoor	Putnam
Ralph J. Bunch	Kugelmoss	Messner
Roy Campanella Story	Shapiro	Putnam
Sandy Koufax, Strikeout King	Hano	Putnam
Story of My Life	Helen Keller	Doubleday
Meet John F. Kennedy	White	Random

[1] These books may be read to elementary pupils when too difficult for them to read.

Library Books with Urban Settings

Title	*Author*	*Publisher*	*Level*[1]
ABC of Buses	Shuttleworth	Doubleday	P
All-of-a-Kind Family— Jewish family in New York	Taylor	Follett	LE
All on the Team	Sandmel	Abingdon	LE
A Whistle for Willie— about a brown boy	Keats	Viking	P
Barton Takes the Subway— a Puerto Rican Boy in New York	Brenner	Alfred Knopf	P
Benjie— about a Negro boy	Lexan	Dial Press	P
Burgess Book of Nature Lore— about city children who go to the country	Burgess	Little	LE
Here Comes the Strikeout— city children playing ball in the street	Kessler	Harper	P
Indian Hill— Indian boy who comes off the reservation	Bulla	Cromwell	LE
Ladder to the Sky— about a Negro family	Chandler	Abelard-Schuman	LE
My Dog Rinty— Negro boy	Tarry	Viking Press	P
Roosevelt Grady— Negro migrant family	Shotwell	World Publishing	LE
Tiny Little House—	Clymer	Atheneum	P
Together in America— history of the Negro in this country	Johnston	Dodd, Mead	LE
Soo Ling Finds a Way—	Gehrens	Golden Gate Junior Books	P
Who will be My Friend?—	Hoff	Harper and Brothers	P

[1] *Code*: P - grades 1-3, LE - grades 4-6

Trade Books with Rural Settings

Title	*Author*	*Publisher*	*Level'*
ABC of Buses	Shuttleworth	Doubleday	P
Autumn Harvest	Tresselt	Lothrop, Lee, and Shephard	P
Blueberry Pie	Floethe	Scribner	P
Brown Cow Farm	Ipcar	Doubleday	P
Burgess Book of Nature Lore	Burgess	Little	LE
D. J.'s Worst Enemy— setting in rural Georgia	Burch	Viking	LE
Doll for Lily Belle	Snow	Houghton Mifflin	LE
Farmer in the Dell	Hader	Macmillan Company	P
Fly Away Goose	Lasel	Houghton Mifflin	P
I Know a Farm	Collier	Scott, William R.	P
In the Midde of the Night	Fisher	Crowell	P
One Horse Farm	Ipcar	Doubleday	P
Pocketfull of Crickets	Caudill	Holt, Rinehart, and Winston	P
Rabbit Hill	Lawson	Viking	LE
Skinny— a setting in rural Georgia	Burch	Viking	LE
Spring is Like the Morning	Craig	Putnam	P
Sum Up	Tresselt	Lothrop, Lee, and Shepard	P
Woke Up Farm	Tresselt	Lothrop, Lee, and Shepard	P

' *Code*: P for primary; LE for later elementary

More Tender Hearts

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forts "to cope" more constructively with his feelings.

As yet, as far as we know, there is no one particular theory and approach that can be construed as most valid scientifically. Our own interpretation of "sensitivity training" accepts as basic the development of a climate that allows and encourages the emergence of significant self-discovery. Traditional course content coverage of specialized subject matter does not automatically guarantee competency in effective communication with the child. Certainly the teacher needs to possess a functional body of knowledge. But, perhaps first and foremost, the teacher needs to feel able to understand the child. Intellect and emotions are not necessarily concomitant partners. To care for another, teachers need to be helped to understand themselves better.

Each Child Has Intrinsic Value

Fundamental to a democracy there is the basic belief that each and every human being, indeed every child, is worthy and possesses intrinsic value. The natural laws of development provide the prenatal babe with his own timetable for growth to prepare him to make ready for his journey to earth. From conception, his organismic uniqueness is established and affected by his mother's general health and emotional ability to welcome him. After birth, he is totally dependent upon others for his very survival. But his nature and nurture cannot be separated easily as they become intertwined during the very earliest development. Long before he can speak the words of his people he learns the "emotional language" conveyed to him in his experiences felt and perceived with those who care for him. Out of the "touch" of caring hands, out of the sounds felt from the voices relating to him, he will build his earliest feelings of worth and trust.

Later when he goes to school, his teacher will represent another important person in his expanding world. What he brings to school and in turn what he takes home from school are dependent upon what his past experiences have allowed him to become. He is *culture bound* and can become only what his composite experiences permit him to utilize as his foundation for continued learning.

Teachers through the ages have enjoyed working with children who learn easily, who respond quickly. These children have been referred to as "bright" or "alert" or "smart." Too frequently, children from impoverished homes have been at a disadvantage in their readiness to respond to school and have appeared "slow" or "retarded" or "unresponsive." In recent years a more understanding concern is evidenced by designation acknowledging causative factors related to problem learners. Admittedly we evidence an increased awareness of the need to understand when we re-